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ABSTRACT

Implemented in an elementary school with a majority of Hispanic students in a low-income community of a large midwest city, this practicum aimed to aid primary grade teachers understand the importance of self-esteem in the development of primary grade students. Practicum goals were to: (1) provide teachers with information about self-esteem to help them better understand the importance of their role; (2) provide practical information enabling teachers to demonstrate skills in fostering children's positive self-esteem; and (3) provide teachers with information to increase their knowledge of the developmental state and cognitive levels of primary grade children. To attain these goals, 10 training sessions were implemented, a teacher handbook and a children's activity book were produced, and recommended literature for children and teachers were identified. Evaluation data demonstrated the success of the intervention. Related materials, such as measures employed, lists of positive comments and messages, and outlines of training sessions are appended. (RH)

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Increasing Teacher Awareness of the Im-
portance of Self-Esteem in Primary Grade
Children through Training Sessions

by

Delma L. Priest
Cluster XIV

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INCREASING TEACHER AWARENESS OF THE IMPORTANCE
OF SELF-ESTEEM IN PRIMARY GRADE CHILDREN
THROUGH TRAINING SESSIONS

by

DELMA L. PRIEST
CLUSTER XIV

Practicum Report II Presented to the
Ed.D. Program in Early Childhood
in Partial Fulfillment of the
Requirement for the Degree
of Doctor of Education

NOVA UNIVERSITY

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Approved:

4-1-88
Date of Final Approval
of Report

Theriana Levenson

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Dedicated to the memory of my first typist, Sandra Sconiers who passed away on September 2, 1984 and her beloved mother and my dear friend, Maria Sconiers who passed away on September 6, 1985.

ABSTRACT

Increasing Teacher Awareness of the Importance of Self-Esteem in Primary Grade Children Through Training Sessions. Priest, Delma L., 1988: Practicum Report. Nova University Ed.D. Program in Early Childhood. Descriptors: Self-Esteem, Self-Concept/Self-Image/Teacher Attitude/Teacher Influence/Teacher Role/Teacher Motivation/Teacher Student Relationship/Teacher Effectiveness/Classroom Environment.

This practicum was designed to help primary grade teachers focus on the importance of self-esteem in the development of primary grade children. In a review of the literature and survey of teachers, the writer found that teachers are not aware that children view themselves as they feel their teachers view them. One important factor that influences school success is self-esteem.

The writer's goals were: (1) to provide teachers with information about self-esteem to help them better understand the importance of their role; (2) to provide practical information enabling teachers to demonstrate skills in fostering positive self-esteem; and (3) to provide teachers with information to increase their knowledge of the expected behavior of primary grade children. In addressing these goals, the writer implemented ten training sessions, a teacher handbook, a children's activity book and selected and recommended literature for children and teachers.

Upon completion of the implementation of this practicum, data from the assessment instruments were analyzed. It was found that 8 out of 10 teachers attended 100% of the training sessions, 8 of the 10 teachers scored 8 correct answers or better on the posttests; and 8 of the 10 teachers demonstrated an awareness of fostering positive self-esteem by a score of 90%.

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CHAPTER ONE

INTRODUCTION

DESCRIPTION OF COMMUNITY AND WORK SETTING

Located in a large urban city in the Midwestern United States is a low income community. The population of the community is 70,879 according to the 1980 census figures. Its residents represent 35% Whites; 36% Blacks; .2% Asians and Pacific Islanders and 27% other minorities. Persons of Spanish origin make up 41% of the population; the largest subgroup contains Puerto Ricans, who are more than 60% of the Hispanics.

Due to numerous fires in the late 1970s the community is overcrowded and is the scene of many vacant lots and boarded buildings. There are a few single family homes in the community while most residents live in buildings with as many as 10 or more units.

Most residents are employed in a variety of occupations such as machine operators, assemblers and inspectors. The average income for families in the community is about \$14,500.

One of the 400 elementary schools in this large city is located in the community. The staff consists of a principal, 2 assistant principals, 70 teachers

and 17 teacher aides servicing approximately 1,600 students from preschool through eighth grade. The student enrollment includes 71.3% Hispanic, 25.7% Black, 2.6% White and 3.8% others. Of the 71.3% Hispanic, 55.5% are Puerto Ricans. Approximately 90% of the students enrolled at the school receive free or reduced lunch.

The school is identified as a target school due to the economic level of the community, the amount of transiency within the school and community, the poor attendance and academic achievement of the students. Federal funds provide special programs through the Office of Equal Education Opportunity (OEE0) and Educational Consolidation Improvement Act (ECIA). State funds provide for a Bilingual Education Program which service students with limited English speaking abilities. These students remain in the program until they have acquired a sufficient English vocabulary to function fully in a regular classroom. Thirty percent of the students at the school are enrolled in the program.

The needs of special education students are recognized and provided for also. Special classes are available for students found eligible for: learning disabilities, behavior disorders, speech, language, visual and hearing impaired, and educably mentally

handicapped services.

Parental involvement is quite low at the school, only approximately 20 to 25 parents of 1600 students participate in the monthly PTA meetings.

WRITER'S ROLE AND RESPONSIBILITIES

The writer of this practicum has taught for a large city public school system for 14 years, 7 of which have been at this elementary school in grades one, two and three. She is presently assigned as a classroom teacher to thirty second graders.

The majority of these students, several of whom were retained in second grade, are a year below on achievement test scores. These students come from low income families and many of them live with one parent or have some other arrangement.

The largest part of the classroom teacher's job is directly related to instruction of students, but there are other responsibilities that are also essential. These responsibilities include: (a) diagnosis of student needs; (b) prescribing techniques and strategies for improvement of student learning; (c) student evaluation; (d) communication with parents; (e) student discipline; (f) preparation and duplication of classroom materials; (g) maintenance of materials and equipment; (h) record-

keeping; (i) preparation of bulletin boards and displays; (j) helping students with special projects and programs; and (k) individual or small group tutoring.

The writer is a teacher in the after-school program which provides school-aged children with supervised homework and tutoring, arts and crafts, constructive and dramatic play, music and any games or activities of interest.

The writer is also involved in the school outside the classroom as a member of the action committee team for effective schooling. She works with other teachers on projects, either in teams or on committees as assigned by the principal.

CHAPTER TWO

STUDY OF THE PROBLEM

DESCRIPTION OF THE PROBLEM SITUATION

Today, teachers are under a great deal of pressure to upgrade standards and raise test scores of students. Students are expected to be smarter, know more, learn faster and it is up to the teacher to make it happen.

Teachers are pressured to push children academically and very little time, if any, is focused on their social and emotional development.

Casanova (1985) states that academic achievement depends on more than skill development. Teachers who give no thought to their students' needs for self-esteem are unlikely to improve academic achievement.

Teachers of primary grade children had expressed to the writer the difficult tasks which confronted them in meeting school demands. Many had developed negative attitudes that had produced negative behaviors. These behaviors were exhibited in the presence of and in interaction with the students, and had a direct influence on the behavior of the students.

Berliner (1985) suggests that students' perceptions of personal interactions with teachers play a major

role in determining their attitudes toward school. He goes on to say that though the nature and frequency of the teacher's interaction with the student apparently do not directly influence student achievement, they do directly influence the student's self-esteem. Students with high self-esteem and feelings of well-being have very positive attitudes toward school and school subjects.

Teachers of primary grade children often congregated in the teacher's lounge speaking negatively about the students. They sometimes labeled children and called them names. Some teachers were overheard calling students, "dumb, silly, stupid, fool, lazy, clown, etc."

Teachers had been known to associate students to family members when problems arose. Comments such as "I see you have one of those Ortiz kids!" "I had his brother in second grade and he was bad news." "Why bother, the mother doesn't care, why should you," etc.

Teachers had been heard to say in the presence of students remarks such as, "There's something wrong with the whole family." "He'll end up in the gutter." "These spanish folk are taking over." "You people get on my nerves."

No teacher would admit to administering corporal punishment, but teachers had been seen pulling students'

ears, poking them in the shoulders and pulling their hair.

Teachers had been known to punish children when they misbehave by having them stand up and eat at lunchtime. Students were even placed in the hall for as long as 30 minutes or more while class was being conducted. Teachers admitted verbally that they had students in their class who were not capable of doing anything, therefore they were not permitted to get involved in anything.

Teachers were also overheard expressing negative feelings toward minority children and criticizing the language usage of these children.

There was an increase in the number of primary children involved in "In-House Suspension" and the discipline referrals were up more than 50% over last school year.

Historically, parents at the school were not encouraged to participate in school or classroom activities. They were not welcomed by the past administration. Now, under the present administration, parents are encouraged to get involved; however, it is left to the discretion of the classroom teacher. Parents stated verbally that classroom teachers did not make them feel welcome to visit and they did not encourage participation

in classroom or school activities.

Berliner (1985) stresses that unless students feel successful, hold high self-esteem, and have feelings of well-being when in school, achievement is not likely. These feelings about school seem to come, in part, from personal interaction with the teachers.

The problem at this elementary school was that many teachers of primary grade children were not aware of the important role that self-esteem plays in the development of these children.

DOCUMENTATION OF THE PROBLEM

In February of 1987, the writer administered a survey (Appendix A) to ten teachers of primary grade children. The results of the survey projected a two-fold problem: the teachers were not aware that self-esteem is a crucial ingredient in a primary grade child's development, and there is a need for the teachers to understand that a child's physical, social and cognitive development can contribute to his self-esteem.

ANALYSIS OF THE CAUSES

Several probable causes for the problem that many teachers of primary grade children are not aware of the important role that self-esteem plays in the development

of the primary grade child are considered.

Erikson (1963) sees the personality of an individual developing through a series of interrelated stages. Each stage of personality growth has a critical period of development. Each stage is characterized by a particular conflict which must be resolved in a positive way if future conflicts are to be resolved in a satisfactory manner.

The fourth stage of Erikson's psychosocial development is the age period from 6 to 11, the elementary school-age years. During this stage the child's world includes more than the home. The child now interacts with friends, classmates, teachers, and others. The child develops a sense of industry. Recognition is won by doing, accomplishing, and producing. The danger lies in failure, a sense of inadequacy and inferiority. When children are encouraged to make, do, or build practical things on their own, are allowed to finish their projects, are given praise for the accomplishments, then the sense of industry is enhanced. But, if failure is chronic and reinforced, then inferiority develops.

A primary grade child's school experiences affect his industry-inferiority balance. The teacher must be aware of the child's stage and the conflict being faced at that time so that the child can be helped in a

positive way.

When working with minority children, teachers often lack knowledge in their cultural background. Barnes (1977) suggests that in addition to self-awareness and understanding of their own attitudes and values, teachers need to also understand the students they teach. Requisite to a positive, productive and effective change in attitude and behavior toward teaching minority students is knowledge and understanding of the existence of different cultural traditions, perceptions, and behavioral patterns among black, hispanic, Asian, and other minority groups, that affect these ethnic students' classroom attitudes and behaviors.

Wasser (1980) suggests that teachers take the time to read about the customs and lifestyles of non-English-speaking children. She feels that a child's behavior can be misinterpreted because of a lack of cultural knowledge on the part of the teacher. A child can sense when his or her individuality and experiences are not viewed sensitively. An effort to acquire knowledge about those experiences will result in a better understanding of the child and respect being shown.

Pinero (1984) believes also that teachers working with culturally different children need to seek out as

much information as possible. Teachers need to observe students in and out of the classroom and take time to reflect on those observations. When a child behaves inappropriately, a teacher needs to suspend judgment temporarily because such behavior might be guided by different cultural values.

Teacher expectation is another cause to be considered. Wollfolk and Brooks (1985) state that studies of teacher expectations have identified some differences in teacher nonverbal behavior toward high and low-expectation students. Teachers wait less time for low expectation students to answer, give up more quickly on their wrong answers, call on them less often, pay less attention to them except when they misbehave, and place their seats farthest from the teacher.

Wollfork and Brooks find that high-expectation students are offered more opportunities to respond, including nonverbal opportunities such as more time to answer and greater teacher attention to their answers. High-expectation students tend to receive more praise for correct answers. Teachers generally create a warmer socio-emotional climate for these students, smiling and nodding more, speaking in a warmer tone of voice, and looking at them more directly.

Principals are the instructional leaders for the school, as teachers are for the classroom. Principals and the environment they create can stimulate teachers and students to higher levels. Beachum (1985) feels that too many urban schools are besieged with individuals who believe that only certain individuals or certain schools, because of their environment and psychological make-up, can muster a certain amount of printed materials. Principals must work with their teachers to change this philosophy. They must seek to bring in new staff members who are dedicated and enthusiastic and endowed with some determination that all students can learn if given the opportunity.

Sarokon (1986) believes that principals can take many steps to improve student self-esteem. The first step would be to establish the improvement of student self-esteem as a priority of teachers and administrators with the school.

Hyman and D'Alessandro (1984) see ineffective teacher training as a cause for many classroom problems and disruptions that could be avoided or handled adequately. Training should be offered over an extended period to allow teachers to integrate new techniques in their own styles. Helping teachers learn about them-

selves and their classroom behavior effectively reduces discipline problems.

RELATIONSHIP OF THE PROBLEM TO THE LITERATURE

Clemens and Bean (1986) stated that one of the most important factors that influence school success is self-esteem. Children with superior intelligence and low self-esteem can do poorly in school, while children with average intelligence and high self-esteem can be unusually successful. Children with low self-esteem tend to get little satisfaction from school. They lose motivation and interest easily, and tend to focus a good deal of energy on those issues that are affecting their feelings about themselves--relationships with others, problems, fears and anxieties. Less interest is directed toward school tasks.

Byrnes (1985) focused on the socially neglected children who become lost in the school setting. These children are not actively disliked but, through their lack of conspicuous presence in the school environment, are neglected and ignored.

According to Byrnes, the move toward social isolation is precipitated by many diverse situations, but all of them tend to lead to the development of such characteristics as low self-esteem, feelings of powerlessness,

low creativity, extreme shyness, high defenses and discouragement. The author suggested that teachers, particularly those in the early grades, need to be especially observant of children who are experiencing upheaval at home, have been retained or have moved recently--all situations that can create stress for children and lead to the development of defensive mechanisms. Additional activities and ideas for teachers include:

- Give acknowledgement to all students, frequently and positively.
- Make an effort to know family situations.
- Plan activities where children interact, thereby providing opportunities for children to get to know each other.
- Be aware that you set the tone for social interaction in your classroom.
- Provide opportunities that require making decisions and taking responsibility so children may learn they have some control over their own lives.

According to Lerner (1985), teachers generally seem to accept the theory that self-esteem is the critical variable for intellectual development, the master key of learning. According to this view,

teachers must give priority to the task of raising children's self-esteem. To do this, they must accept each child just as he is, and provide him with constant praise and encouragement, seeing to it that he experiences a feeling of success in school, as often and as immediately as possible. This is to be helpful for all children and especially critical for children who are doing badly in school. If they can be taught to think better of themselves, their classroom work and behavior will improve.

The theory also explains that teachers must always act to protect children's self-esteem from injury and this is just as important as promoting self-esteem. After all, if high self-esteem is the essential ingredient in superior intellectual performance, then anything and everything that could damage a child's self-esteem, however slight and transient the injury, is educationally counterproductive and should be eliminated from the classroom.

Barnes (1977) suggested that negative attitudes expressed by teachers, sometimes direct and conscious, sometimes subtle and unconscious, usually lead to offensiveness and torment for minority students and to oppressive classroom atmospheres that have debilitating

effects on the educational process.

Barnes provides a list of operational teacher behaviors that are distasteful and inappropriate when exhibited in the presence of and in interaction with black and other minority students:

Labeling or referring to students as "culturally deprived" or "slow learners".

Nonverbal expressions of disgust (shrugging shoulders, throwing up the hands, rolling of the eyes).

Verbal expressions of disgust with racial overtones ("you people get on my nerves," "you people are dumb").

Overly restrictive sanctions (whipping excessively, expelling students from the room).

Controlling time, allowing only a few seconds within which to respond to a question, not varying time for individual differences.

Restricting interaction, causing and/or allowing ethnic groups to congregate in one corner or on one side of the classroom.

Making subtle innuendoes about personal matters such as material possessions, clothing, personal hygiene, and physical appearance.

Recommending that students be expelled for minor infractions of school rules (chewing gum or not bringing books, paper, and pencils to class).

Kunjufu (1984) believes that one of the major institutions influencing children are the schools. According to Kunjufu, we have looked at their books, but what else in the school's repertoire affects self-esteem? Teachers, principals and the general atmosphere are very

important. It was cited in a University of Chicago study of 70,000 schools that the major factor affecting student performance is teacher/parent expectation. Performance is a by-product of self-esteem and stems from high expectations.

Hyman and D'Alessandro (1984) suggest that physical factors among students, such as untreated learning disabilities, can result in severe behavioral disorders. The correlation between learning problems and delinquency is well established and strong. Poor self-esteem and frustration with learning make the behavioral problems worse.

The authors also state that the teacher who frequently resorts to intimidation and humiliation engenders in students a surge of animosity. Encouraging discipline that encompasses the use of physical pain, humiliation, denigration, and the exclusion of large numbers of children from adequate schooling would be more toxic than tonic.

According to Sarokon (1986) student self-esteem is seen today as an important variable in the academic and personal success of students. It is also a valued educational outcome in its own right. The author also suggests that improving student self-esteem can be

attained if conditions are carefully analyzed and specific interventions designed and then implemented. Some interventions include:

1. Conducting faculty meetings to identify those factors in the school that contribute to increased self-esteem and those that diminish self-esteem.
2. Training teachers to deal with students in positive ways.
3. Increasing student participation in athletics, music and drama productions.
4. Using all available resources to recognize student accomplishments (outdoor school sign, bulletin boards, displays, assemblies, school and community newspapers, etc.).

Casanova (1985) describes what teachers can do to contribute to the development of a sense of well-being in the classroom. It is necessary to have a "get-acquainted time" as a part of the opening of school. It is especially important since about one-fourth of the students sitting in the classroom will be newcomers to the school. The students do not know the procedures the teacher prefers. They need to know these things if they are to feel at ease in the new setting. Teachers can share stories about their own school experiences;

these stories will help them to see their teacher as a person much like themselves. The author finds that research shows that academic achievement depends on more than skill development. Teachers who give no thought to their students' needs for self-esteem are unlikely to improve academic achievement, yet those who concentrate only on positive classroom climate are denying their students the skills they need. Balance is required.

According to Lewin, Nelson and Tollefson (1983) seeing the counselor of a school playing a major role is helping the teacher change perceptions of student behavior. Disfavor on the part of the teacher toward a student can prevent the student from having a positive school experience. The counselor must counsel and consult with both the rejected student and with the teacher who rejects that student in nonthreatening, meaningful ways to help them establish a more positive teacher-student relationship.

Ginott (1972) views the teacher as the decisive element in the classroom. The teacher possesses the power to make a child's life miserable or joyous. The teacher can humiliate or humor, hurt or heal. The author provides some encounters between teacher and child in short scenarios as practical guides to principles

of communication. He writes for example that sarcasm, labeling and name-calling is not good for children. It destroys their self-confidence and self-esteem.

CHAPTER THREE

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

STATEMENT OF GENERAL GOALS

The goal of this practicum was to increase teacher awareness of the importance of self-esteem in the development of the primary grade child. Teachers were expected to demonstrate techniques for raising self-esteem. Teachers were also expected to improve their knowledge of the developmental stage and expected behavior of the primary grade child.

BEHAVIORAL EXPECTATIONS

The objectives of this practicum were:

1. At least ten or more teachers participating in the training sessions would be in attendance 100% of the time.
2. At least 8 of the 10 teachers attending the training sessions would demonstrate their knowledge of the developmental stage and expected behavior of primary grade children by raising their score to at least 8 correct answers on the posttest.
3. At least 8 of the 10 teachers attending the training sessions would indicate an

increased awareness in techniques for raising self-esteem in primary grade children by raising their score to at least 8 correct answers on the posttest.

4. At least 8 of the 10 teachers attending the training sessions would demonstrate an awareness in fostering positive self-esteem by an increased score of 75% after a second observation.
5. At least 8 of the 10 teachers attending the training sessions would indicate the sessions' value by giving the combined sessions an excellent/good rating.

EVALUATION INSTRUMENTS

Five evaluation instruments were developed by the writer for this practicum and are included in the appendices. These instruments were developed to record attendance, informational retention, and educational expansion over a six-month period in which inservice sessions were being conducted. These instruments were:

1. Attendance Chart

Primary teachers were given a check for each training session at which they were in attendance to determine the percent each teacher

attended the series of training sessions (Appendix B).

2. Test of Developmental and Cognitive Levels of Primary Grade Children

Primary teachers were asked to complete this ten-question test at the beginning of the first training session and at the close of the last session. This test was used as a pretest and posttest to measure the teachers' increase in knowledge obtained by participating in the training sessions (Appendix C).

3. Test of Teaching Techniques

This test was administered as a pretest and posttest at the beginning of the third training session and at the conclusion of the last session. This test measured the teachers' increase in knowledge of teaching techniques for raising self-esteem of primary grade children (Appendix B).

4. Teacher Checklist

Primary teachers were observed before the first training session and again at the conclusion of the last session. This method of evaluation measured the skills acquired by participating in the sessions (Appendix E).

5. Evaluation for Teacher Training Sessions

At the close of each training session this ten-question form requiring a yes or no response was distributed. Each session was rated and comments or suggestions were made. This instrument measured the overall effectiveness of the training sessions (Appendix F).

CHAPTER FOUR

SOLUTION STRATEGY

DISCUSSION AND EVALUATION OF POSSIBLE SOLUTIONS

Briggs (1975) states that self-esteem is the main-spring that slates every child for success or failure as a human being. She goes on to say that a child's judgment of himself influences the kinds of friends he chooses, how he gets along with others, the kind of person he marries, and how productive he will be.

Teachers play a major role in the development of a child's self-esteem. It is the writer's opinion that school administrators can take some steps to improve student self-esteem.

Sarokon (1986) found that self-esteem improved when principals and administrators emphasized it as a priority. Programs were established to improve communications within the school, students were encouraged to participate in music and drama production and emphasis was placed on creating positive relationships between teachers and students. The author also states that principals conducted faculty meetings to identify factors in the school that contributed to improving and diminishing self-esteem. Teachers were also trained in dealing with

students in positive ways.

A solution proposed by Lewin, Nelson and Tollefson (1983) is to use videotape. With this device the teacher can see himself or herself in the classroom and with the help of the school counselor can discuss his or her behavior in a nonjudgmental, nonthreatening way.

Barnes (1977) suggests that teachers equip themselves with information on minority cultures, needs, problems and behavior problems. They will then be better able to analyze, synthesize, and integrate the positive elements in their teaching for the enhancement of themselves and their students. He feels that teachers should sit in on the classes of other teachers who seem to know, respect and get respect in return from all of their ethnic students.

DESCRIPTION OF SELECTED SOLUTIONS

Several strategies were planned as a solution for implementation. The strategies were designed to assist teachers in understanding the importance of self-esteem and how they as teachers could contribute to improving it in primary grade children.

Ten training sessions were planned and would be conducted by the writer. The first three sessions would focus on the growth and development of the primary grade

child. The other seven sessions would focus on self-esteem, its importance, and techniques in teaching to enhance positive self-esteem in primary grade children. Each session would be limited to 45 minutes which would include a short preliminary talk and a visual presentation when possible. Discussion of the major points would be highlighted and question and answer time would be provided. The topics would include:

Session I: The Concrete Operational Child

Session II: Industry Versus Inferiority

Session III: Social Development

Session IV: What is Self-Esteem and Why is it
Important? Part I

Session V: What is Self-Esteem and Why is it
Important? Part II

Session VI: Self-Esteem and Children's Needs

Session VII: Negative Feelings and Self-Esteem

Session VIII: Discipline and Self-Esteem

Session IX: Mental Growth and Self-Esteem

Session X: Parent Involvement

The writer planned to attend two of the monthly PTA meetings and address parents on the importance of their role in the lives of their children. They would

be informed of the importance of working with the school and the classroom teacher for the purpose of building positive self-esteem in their children.

A "Teacher Handbook" with a collection of ideas, suggestions and activities would be developed by the writer. The handbook would be designed to help primary grade teachers provide experiences for building self-esteem in primary grade children.

The writer planned to develop a "Self-Esteem Builder Activity Book" for primary children. The activity workbook would include ways to make children feel special and improve their feeling of worthiness.

Articles and activities by researchers on the topic of self-esteem would be disseminated to the intermediate/upper grade teachers. Feedback from the teachers on some of their experiences when interacting with the older students would be encouraged.

The writer planned to work with the school librarian in selecting easy reading materials for primary grade children on this topic. The writer would also help in selecting and recommending educational journals to be purchased for the staff.

CALENDAR PLAN OF IMPLEMENTATION

February 1987	Surveyed primary grade teachers
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	on the topic of self-esteem
April 1987	Submitted practicum proposal
	Received permission to implement practicum.
May 1987	Worked with the school librarian
	Selected and recommended literature for the school
June/July 1987	Worked on developing and designing activity book for children
	Gathered and prepared materials for training sessions
August/September 1987	Worked on developing teacher handbook
	Gathered and prepared materials for training sessions
October 1987	Observed teachers who agreed to participate in training sessions
	Administered pretest to teachers the first week
	Disseminated teacher handbook
	Conducted Training Session I - The Concrete Operational Child
	Conducted Training Session II - Industry Versus Inferiority

November 1987	Administered pretest to teachers before the third training session Conducted Training Session III - Social Development Conducted Training Sessions IV and V - What is Self-Esteem and Why is it Important? Part I and II Disseminated Children Activity Book
December 1987	Conducted Training Session VI Self-Esteem and Children's Needs Conducted Training Session VII - Negative Feelings and Self-Esteem
January 1988	Conducted Training Session IX - Try It! They'll love it!
February 1988	Conducted Training Session X - Parent Involvement Administered two posttests to teachers Revisited and observed teachers the last week Completed implementation period
March 1988	Submitted Practicum Report to Nova

REPORT OF ACTION TAKEN

During the month of May, 1987, the writer with the assistance of the school librarian spent many hours looking through publishers' catalogs and reading descriptions of children's books. The librarian explained that the order of new books would have to be submitted and approved by the end of May if it was to be received by the beginning of the next school year. The writer recommended thirty or more books with titles or themes focusing on children's feelings. Several children's magazines were also recommended (Appendix G). After looking through the Board of Education's Approved List of Periodicals and Journals, the writer requested that the librarian subscribe to the following journals for the staff: Childhood Education, Educational Leadership, Elementary School Journal and Young Children.

During June and July, 1987, the writer worked gathering ideas for the children's activity book. The writer drew from classroom experiences and fun activities enjoyed by students in previous years. All activities centered around helping children acquire a better understanding of themselves, their families and their classmates. The book included mazes, hidden word puzzles, secret messages and fill in activities.

Children would have the opportunity to be creative by drawing their own pictures (Appendix H). A fun character created by the writer named "Smiley" would give directions and guide the children through the different activities in the book.

The months of August and September, 1987 were spent compiling information for the teacher handbook. This entailed reading many articles, reviewing teacher resource books, enlisting from colleagues ideas and suggestions and recalling ideas from past experiences. Some of the highlights of the handbook included:

- Teacher Self-Esteem (article)
- Student Self-Esteem (article)
- List of positive comments
- List of positive messages for children's papers
- List of books and magazines written for children
- Suggested activities on ways to help children feel good about themselves
- Ideas of incentives for children (bookmark awards, certificates, informative notes, good news badges)
- Suggestions for parent participation in school
- Tips on parent conferences
- List of helpful books for teachers (Appendix I).

Originally, the writer had planned to speak to the P.T.A. at the October meeting and share with parents the importance of their role in helping their children develop good self-esteem. However, due to a time conflict it was impossible for the writer to speak to the parents.

Ten teachers who agreed to participate in the training sessions were observed by the writer interacting with their students during the second week in October. A checklist (Appendix E) enabled the writer to identify specific behavior in each teacher's performance.

The first training session was conducted on October 22, 1987. At the beginning of the session a pretest on the developmental and cognitive levels of primary children was administered (Appendix C). The writer in a brief introduction explained that the series of ten training sessions were to help teachers develop skills, attitudes and a better understanding of how to create strong feelings of self-worth in the children they work with each day.

The training session focused on Piaget's concrete operational stage of cognitive development. The development of some of the specific concepts that emerged during this stage were discussed (Appendix J). A brief

discussion followed the lecture and a few minutes were allowed for questions and answers. The writer gave each participant a copy of the teacher handbook and encouraged them to share any ideas or suggestions they had at a later date.

During the last five minutes, the writer asked the participants to complete an evaluation form (Appendix F). The writer kept a record of the participants' attendance by recording their names on the attendance sheet (Appendix B) from the sign in sheet passed around at the beginning of the session. Before the participants left, the writer thanked them for their attendance and participation.

The second training session focused on Erikson's stages of psychosocial development (Appendix J). The first three stages were briefly discussed. The fourth stage, industry versus inferiority, was discussed in greater detail. The writer explained how a child's school experiences affect his industry-inferiority balance. When children are encouraged in their efforts to make and do things, their sense of industry is enhanced. But when children's efforts are seen as nothing more than "mischief", their sense of inferiority is encouraged. The lecture was followed by a few

minutes of questions and answers. The participants completed the evaluation form and were dismissed.

During the first week in November, 1987, the writer administered a pretest on techniques for raising children's self-esteem (Appendix D). Training Session III was conducted during the same week. The session was designed to provide teachers with knowledge of changes in social cognition that occur in children during the primary grades (Appendix J). The writer also presented information about how children develop ideas about right and wrong (Appendix J).

On November 19, 1987, Training Session IV was presented. The writer started by defining self-esteem. She explained that children are not born with high or low self-esteem. It is learned and developed through a process of experiences. It is based on the relationship that exists between a child and those who play a significant role in his life. The teachers discussed some of the characteristics of high and low self-esteem (Appendix J). The question and answer period originally planned was omitted due to the lengthy discussion. Participants completed the evaluation form and were dismissed.

Training Session V was presented on November 25,

1987. The writer focused on the importance of self-esteem and the effect that it has on all parts of a child's life (Appendix J). The writer emphasized that self-esteem is one of the most important factors influencing school success. When children lose motivation and interest in school and begin to focus on issues affecting their feelings such as relationships with others, problems, fear, and anxieties, they are less likely to be directed toward school tasks. The writer gave each participant a copy of the children's activity book. The writer explained that the activities in the book focused on helping primary grade children feel good about themselves, the importance of their families and the value of friendship. The participants were dismissed after completing the evaluation form.

On December 10, 1987, the sixth training session was presented. The writer explained that children need to feel that they are a part of the important people in their lives. They need to feel that it is all right to be different or special. They need to feel that they have the opportunity to make choices. They need to know that there are models that serve to help them establish meaningful values, goals, ideas, and personal standards (Appendix J). At the conclusion of the session, the

writer asked each participant to display a sign outside of the classroom with a positive message. She cited several examples, such as "Feel good about yourself!" "We believe in ourselves!" "Happiness is Room 206!"

The seventh training session focused on children's feelings and self-esteem. The writer described a classroom situation to the participants. After thinking about the situation for a few seconds, a participant was called upon to dramatize an incorrect approach to the situation followed by a correct approach. Several more situations were presented and acted out. This was then followed by a discussion on teacher behaviors that can injure a child's self-esteem (Appendix J). The participants completed the evaluation form and the writer thanked them for their active participation.

January 7, 1988 was designated as "School Spirit Day," by the student council. Teachers and students wore the school's colors and displayed posters and banners in support of this event. The writer wrote a song-like poem (Appendix K) for the event and gave copies to the student council. She also distributed copies to the participants at the eighth training session. As an incentive to get the children off to a good start each day, the writer requested and the participants

agreed to have the children recite the poem each morning after the Pledge of Allegiance.

During the eighth training session the writer focused on discipline. She began by explaining that often when a problem situation arises with children many teachers think of discipline as punishment. Although punishment is a form of discipline, it is not the most effective form of discipline. The writer went on to explain that another form of discipline was guidance, a self-concept approach to discipline. The writer's presentation included preventive techniques in planning before discipline situations arise (Appendix J). The participants were asked to prepare an activity to be shared at the next training session for the purpose of nurturing feelings of self-worth and building confidence in children.

Originally the writer had planned a lecture for the ninth training session. However, she decided that this session would be a fine time for the participants to share a planned activity. During the discussion there were many ideas, suggestions and recommendation for classroom activities. The participants displayed and demonstrated many interesting and helpful activities (Appendix J).

On February 18, 1988, the final training session

was presented. The writer explained that parents play a major role in the education of their children. When parents and teachers work together, education can move forward. A positive parent-teacher relationship ensures the continuity and developmental environment that children so desperately need.

Several strategies for involving parents that could be implemented through the classroom teacher were discussed (Appendix J). There was a very lengthy discussion and many different views on this topic. The writer agreed to answer any questions in private at another time. Copies of a parent appreciation song (Appendix L) composed by the writer were distributed to each participant. The evaluation form was completed and the writer thanked the participants for attending the sessions.

On February 19, 1988, the writer administered the following posttests: Test of Developmental and Cognitive Levels of Primary Grade Children (Appendix C) and Test of Teaching Techniques for Raising Self-Esteem (Appendix D).

During the last week of February, 1988, the writer used the teacher checklist (Appendix E) to make a second observation of the participants who attended the training sessions.

In March, 1988, the writer analyzed pre and posttest results and completed Practicum Report II.

CHAPTER FIVE

RESULTS, CONCLUSIONS AND RECOMMENDATIONS

RESULTS

The goals of this practicum were:

1. To increase teacher awareness of the importance of self-esteem in the development of primary grade children.
2. To increase teacher awareness of demonstrating techniques for raising self-esteem in primary grade children.
3. To increase teacher knowledge of the developmental stage and cognitive levels of primary grade children.

As previously stated in Chapter Three, there were five objectives established to accomplish these goals.

Objective 1. That at least ten or more teachers participating in the training sessions would be in attendance 100% of the time.

The writer's expectation was not fulfilled. Only 8 of the 10 teachers were in attendance 100% of the time (Appendix B).

Objective 2. That at least 8 of the 10 teachers attending the training sessions would demonstrate

their knowledge of the developmental stage and expected behavior of primary grade children by raising their score to at least 8 correct answers on the posttest.

The writer's expectation was fulfilled and surpassed with 10 out of 10 teachers scoring 8 correct answers on the posttest. Eight of the teachers scored a perfect score of 10 on the posttest (Appendix C).

Objective 3. That at least 8 of the 10 teachers attending the training sessions would indicate an increased awareness in techniques for raising self-esteem in primary grade children by raising their score to at least 8 correct answers on the posttest.

The writer's expectation was fulfilled and surpassed with 10 out of 10 teachers scoring 8 correct answers on the posttest. Seven teachers scored a perfect score of 10 on the posttest (Appendix D).

Objective 4. That at least 8 of the 10 teachers attending the training sessions would demonstrate an awareness in fostering positive self-esteem in primary grade children by at least 75% after a second observation.

Surpassing the writer's expectations, 8 out of 10 teachers demonstrated an awareness in fostering positive self-esteem by a score of 90% after a second observation (Appendix E).

Objective 5. That at least 8 of the 10 teachers attending the training sessions would indicate the sessions' value by giving the combined sessions an excellent/good rating.

This objective surpassed the writer's expectation with 10 out of 10 teachers giving the combined sessions an excellent/good rating.

CONCLUSIONS

One of the writer's goals was to provide teachers with information to increase their knowledge of the importance of enhancing positive self-esteem in primary grade children. The series of training sessions proved to be successful as indicated by the positive responses on the evaluation forms. The teachers seemed to enjoy the discussions, the role playing and the sharing of ideas and suggestions. Observing the peer interaction was a most rewarding experience for the writer. The series of sessions also raised a consciousness in the teachers regarding the importance of their role as models in the development of primary grade children.

The teachers shared with other teachers the information presented at the training sessions and in the teacher handbook.

The writer concluded from the second classroom observation that the techniques and strategies presented in the training sessions had been implemented by the teachers. Some of the teachers admitted that there had been improvement in their planning, scheduling and method of presentation.

The writer also learned from talking to the teachers that some were willing to implement strategies in the classroom for the purpose of involving parents and establishing a better parent/teacher relationship.

Another very important goal of the writer was to provide teachers with information about the developmental stage and cognitive levels of primary grade children. The responses on the posttest indicated an increase in knowledge of the expected behavior of primary grade children.

All of the teachers gave the training sessions an excellent/good rating. To the writer this indicated that the training sessions were perceived as a valuable source of information.

The writer concluded that if similar activities or programs were rendered in other schools, many, many students, teachers and parents would benefit.

RECOMMENDATIONS

As a teacher you should:

1. Be sure you have a sincere commitment for your work and a willingness to put in extra time.
2. Be sure of yourself, not feeling threatened by the idea that others may not agree with your views.
3. Get to know the teachers with whom you work to help overcome any feelings of intimidation.
4. Keep interest levels high to avoid boredom, provide ready to use ideas, strategies, and techniques.
5. Be prepared to provide more information than anticipated during each session.
6. Record information of each session immediately.
7. Be flexible and prepared to adjust the information to meet the needs of individual groups.
8. Inform participants of the scheduled sessions, then follow up with a personal reminder.

DISSEMINATION

A copy of this practicum report will be shared with the superintendent of the writer's school district. The result of the practicum report will be shared with faculty and staff of the writer's school. This report will also be shared with the Education Department of the Churches of God In Christ, First Jurisdiction, Illinois.

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APPENDIX A
TEACHER SURVEY

1. Do you think teachers make a heavy contribution to a child's view of himself?
Yes 6 No 4 Uncertain
2. Do you think that children compare themselves to others?
Yes 5 No 4 Uncertain 1
3. If so, do you think this comparison affects their self-esteem?
Yes 5 No 4 Uncertain 1
4. Do you think a child's feeling of himself is affected by what his teacher thinks of him?
Yes 4 No 2 Uncertain 4
5. Do you believe a child's view of himself is influenced by his classmates view of him?
Yes 4 No 4 Uncertain 2
6. Do you think a child's performance in school is affected by his teacher's remarks and/or attitude?
Yes 4 No 4 Uncertain 2
7. Do you feel it is the classroom teacher's responsibility to facilitate cognitive development?
Yes 10 No Uncertain
8. Do you feel it is the classroom teacher's responsibility to facilitate social and emotional development?
Yes 1 No 5 Uncertain 4
9. Do you feel it is the classroom teacher's responsibility to facilitate physical development?
Yes 1 No 5 Uncertain 4
10. Do you think that teachers must give priority to the task of raising childrens' self-esteem?
Yes 4 No 4 Uncertain 2

APPENDIX B

ATTENDANCE CHART

NAME	1	2	3	4	5	6	7	8	9	10
	10/22/87	10/29/87	11/5/87	11/19/87	11/25/87	12/10/87	12/17/87	1/14/88	1/29/88	2/12/88
J. Doe	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
M. Smith	✓	✓	/	✓	✓	✓	✓	✓	✓	✓
D. Barry	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
S. Ramos	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
G. Fisher	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
C. Williams	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
J. Sanchez	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
P. Cross	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
R. Coner	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N. Perez	✓	✓	✓	✓	✓	✓	/	✓	✓	✓

The names listed above were not the actual participants of the training sessions.

APPENDIX C

DEVELOPMENTAL AND COGNITIVE LEVELS OF
PRIMARY GRADE CHILDREN

1. Children between the age of six and eleven are in Piaget's concrete operational stage of cognitive development.
True 0 False 0
2. Children at this stage make judgments based on how things look.
True 9 False 1
3. Children at this stage are unaware that there can be many points of view, and their own view is only one of many.
True 0 False 10
4. As children move into the school years, they begin to understand that friendship in a peer group is based on feelings and intentions, not simply on physical interactions.
True 10 False 0
5. By age seven or eight, children are better able to play games and realize that everyone must follow the same rules.
True 10 False 0
6. The ability to seriate can be assessed by asking children six to seven years old to put ten sticks of varying lengths in order from smallest to the largest.
True 10 False 0
7. Hobbies and crafts, such as assembling models, and painting by numbers are of interest to children at this stage.
True 10 False 0

8. Games such as checkers, Othello and Scrabble are recommended for children aged eight and older. This is about the age when children acquire the ability to think about what others are thinking.

True 10 False 0

9. If you asked a six or seven year old at one o'clock if a clock with a large face and a clock with a small face will read two o'clock at the same time, the child will probably say that the little clock will reach two o'clock first.

True 8 False 2

10. According to Erickson, when primary children fail to learn skills, such as making things with their hands, that can lead to a feeling of inferiority.

True 10 False 0

APPENDIX D

TECHNIQUES FOR RAISING SELF-ESTEEM

1. Teachers should use methods that focus on student comparisons rather than individual achievement.
Agree 0 Disagree 10 Not sure 0
2. Students should never be permitted to evaluate their work or to decide what they would like displayed on the bulletin board.
Agree 1 Disagree 9 Not sure 0
3. It is never a good idea to let children choose where to sit, where to work, or with whom.
Agree 1 Disagree 9 Not sure 0
4. Students should be allowed to choose some of the topics the class studies.
Agree 10 Disagree 0 Not sure 0
5. A teacher must communicate that he or she genuinely cares about each pupil as an individual.
Agree 10 Disagree 0 Not sure 0
6. Being alert to what causes children fear, embarrassment, and hesitancy is not the responsibility of the classroom teacher.
Agree 0 Disagree 10 Not sure 0
7. Only if time permits, a teacher should listen to and acknowledge children's thoughts and feelings.
Agree 2 Disagree 8 Not sure 0
8. Teachers should create an environment in which children feel successful and personally attached to the teacher.
Agree 10 Disagree 0 Not sure 0

9. A child should never be challenged by the teacher to work hard or to achieve.
Agree 0 Disagree 10 Not sure 0
10. A teacher must realize that a child should be allowed to make mistakes.
Agree 10 Disagree 0 Not sure 0

APPENDIX E

TEACHER CHECKLIST

	<u>Yes</u>	<u>No</u>
1. Smiles and nods to show approval	<u>10</u>	<u>0</u>
2. Speaks in a warm, positive tone of voice.	<u>10</u>	<u>0</u>
3. Looks directly at the students when speaking to them.	<u>8</u>	<u>2</u>
4. Interacts with small groups.	<u>6</u>	<u>4</u>
5. Interacts with children individually (one-to-one instruction)	<u>10</u>	<u>0</u>
6. Touches the children to show approval.	<u>8</u>	<u>2</u>
7. Displays forward body leaning, smiling, eye gazing and affirmative head noddings.	<u>10</u>	<u>0</u>
8. Waits for students to respond to questions.	<u>9</u>	<u>1</u>
9. Circulates among the children.	<u>8</u>	<u>2</u>
10. Provides additional help and attention to children in need.	<u>10</u>	<u>0</u>
11. Gives students an opportunity to evaluate their own work.	<u>6</u>	<u>4</u>
12. Listens to and acknowledges children's thoughts and feelings.	<u>10</u>	<u>0</u>
13. Reinforces with words of praise and encouragement. (hugs, hand claps, and even tangible things).	<u>10</u>	<u>0</u>
14. Interacts frequently with the children.	<u>10</u>	<u>0</u>
15. Show interest and concern for each child.	<u>10</u>	<u>0</u>

	<u>Yes</u>	<u>No</u>
16. Allows children to make mistakes and encourages them to explore and investigate more fully.	<u>10</u>	<u>0</u>
17. Challenges children in a positive way to work harder to achieve.	<u>9</u>	<u>1</u>
18. Exhibits an understanding and respect for all of the children.	<u>10</u>	<u>0</u>
19. Displays papers, pictures, hobbies, and other objects children bring from home.	<u>10</u>	<u>0</u>
20. Maintains reasonable rules of conduct for all students.	<u>8</u>	<u>2</u>

APPENDIX F

EVALUATION FORM FOR TEACHER TRAINING SESSION

	<u>Yes</u>	<u>No</u>
1. Was the session helpful to you?	_____	_____
2. Are the handouts helpful?	_____	_____
3. Did you learn any new information?	_____	_____
4. Did you gain information about how children grow and learn?	_____	_____
5. Did you learn ways to build good feelings in children?	_____	_____
6. Do you better understand the importance of your role in the development of a child?	_____	_____
7. Did you learn ways to help children develop to their fullest potential?	_____	_____
8. Will you try some of the techniques discussed?	_____	_____
9. Do you better understand the important part that parents should play in their child's education?	_____	_____
10. Are you willing to involve parents in classroom activities?	_____	_____

Please give this session an overall rating:

8 Excellent 2 Good 0 Fair 0 Poor

Comments or suggestions:

APPENDIX G

BOOKS AND MAGAZINES FOR CHILDREN

66

BOOKS FOR CHILDREN

1. Anna Banana and Me.
by Lenore Bleguad
2. Alexander and the Terrible
Horrible, No Good, Very
Bad Day.
by Judith Viorst
3. Elizabeth Blackwell: The
Story of the First Woman
Doctor.
by Shari Steelsmith
4. Donald Says Thumbs Down.
by Nancy Evans Cooney
5. Feelings.
by Joanne B. Murphy
6. Girls Can Be Anything.
by Norma Klein
7. Here I Am, An Only Child.
by Marlene Fanta
8. It wasn't My Fault.
by Helen Lester
9. Loving Touches.
by Lory Freeman
10. You Can Be Anything.
by Peter Seymour
11. William's Doll
by Charlotte Zolotow
12. Only Me.
by Virginia & Amy Wood
13. A Rainbow of My Own
by Don Freeman
14. Sadie and the Snowman.
by Allan Morgan
15. Tico and the Golden
Wings.
by Leo Lionni
16. Why Am I Different?
by Norma Simon
17. Some Things are
Different, Some Things
are the Same.
by Marya Dantzer-
Rosenthal
18. A Book of Hugs.
by Dave Ross
19. Friends.
by Helme Heine
20. Great Cat.
by David McPhail
21. The Giving Tree.
Shel Silverstein
22. The Happy Lion.
by Louise Fatio
23. Making Friends.
by Fred Rogers
24. Patrick and Ted.
by Geoffrey Hayes
25. Sharing.
by Taro Gomi
26. That's What A Friend
Is.
by P.K. Hallinan
27. Will I Have a Friend?
by Miriam Cohen

28. Value tales
by Spencer & Ann Johnson
(Set of 29 titles)
29. A Friend Is Someone Who
Likes You.
by Joan W. Anglund
30. Will I Ever Be Good
Enough?
by Judith Conaway
31. The Me I See.
by Barbara S. Hazen
32. Liking Myself.
by Pat Palmer
33. I'm Glad I'm Me.
by Elbeda Stone

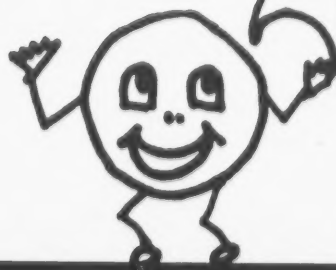
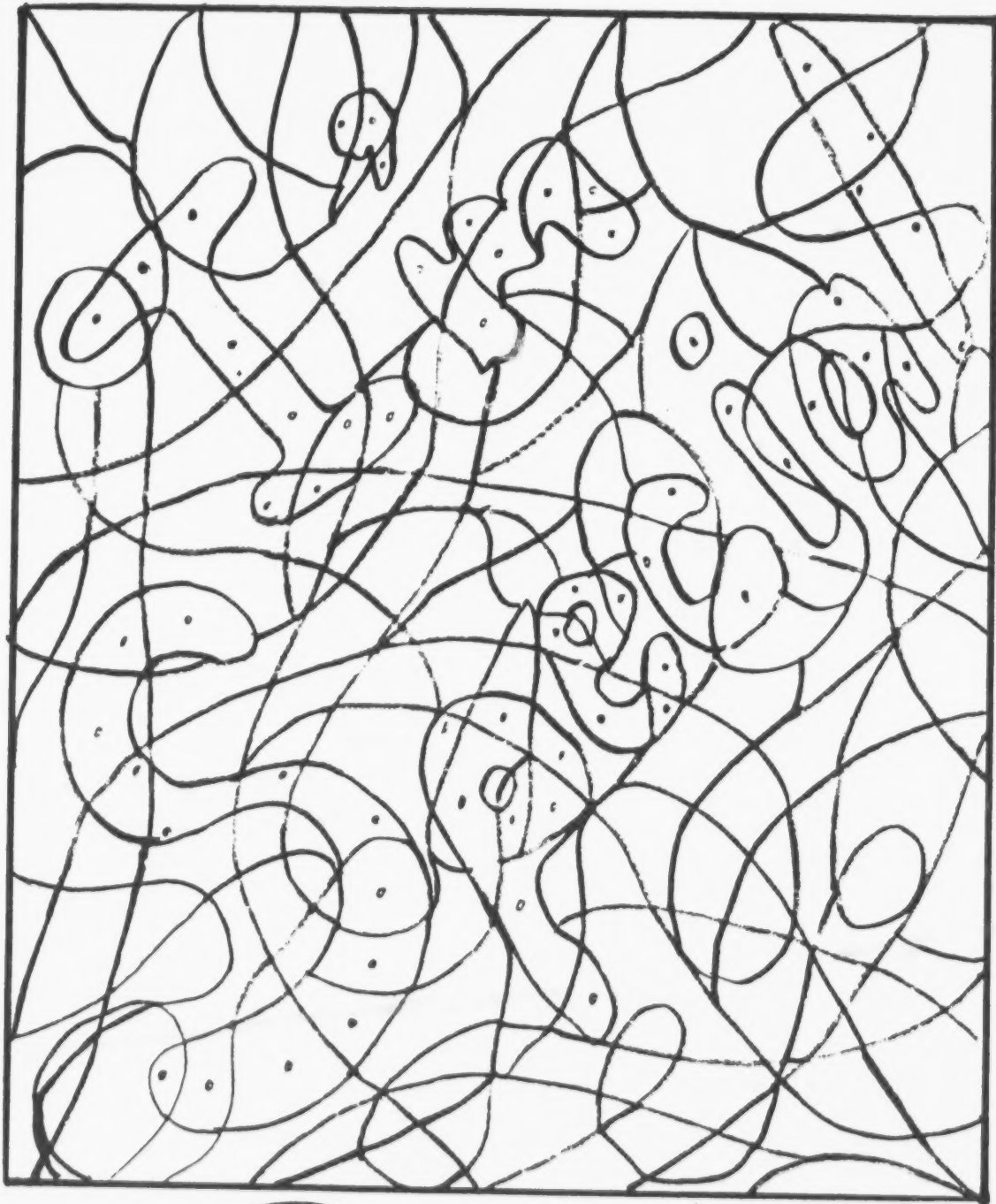
MAGAZINES WRITTEN ESPECIALLY FOR CHILDREN

1. Cricket
Open Court Publishing Co.
P.O. Box 51144
Boulder, CO 80321-1144
2. Children's Playmate Magazine
Children's Better Health Institute
1100 Waterway Blvd.
P.O. Box 567
Indianapolis IN 46206
3. The Electric Company
Children's Television Workshop
One Lincoln Plaza
New York, NY 10023
4. Jack and Jill
Children's Better Health Institute
1100 Waterway Blvd.
P.O. Box 567
Indianapolis, IN 46206
5. Highlights for Children
2300 W. Fifth Avenue
P.O. Box 269
Columbus, OH 43272-0002
6. Ranger Rick's Nature Magazine
The National Wildlife Federation
1412 16th St., N.W.
Washington, DC 20036
7. Sesame Street
Children's Television Workshop
P.O. Box 2896
Boulder, CO 80322
8. Stone Soup: The Magazine by Children
Children's Art Foundation
P.O. Box 83
Santa Cruz, CA 95063-9990
9. Chickadee: The Canadian Magazine for Children
Published by the Young Naturalist Foundation
56 The Esplanade Suite 304
Toronto, Ontario, Canada M5E 1A7

APPENDIX H

CHILDREN ACTIVITY BOOK SAMPLES

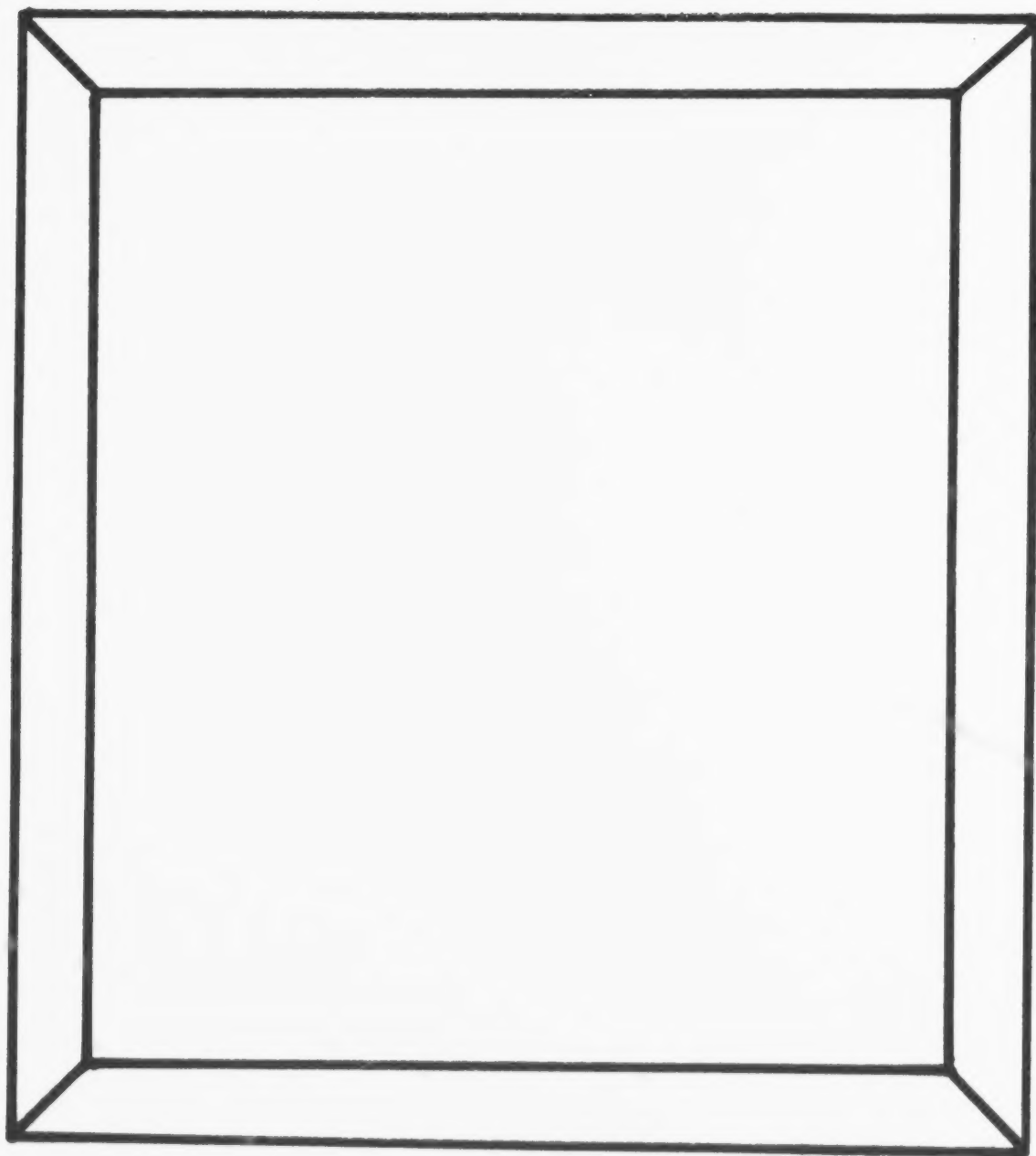
Can you find the hidden message? 70



Color the spaces marked
with dots. Use one color.

I am very special.
My family is special.
Here is my family.

71

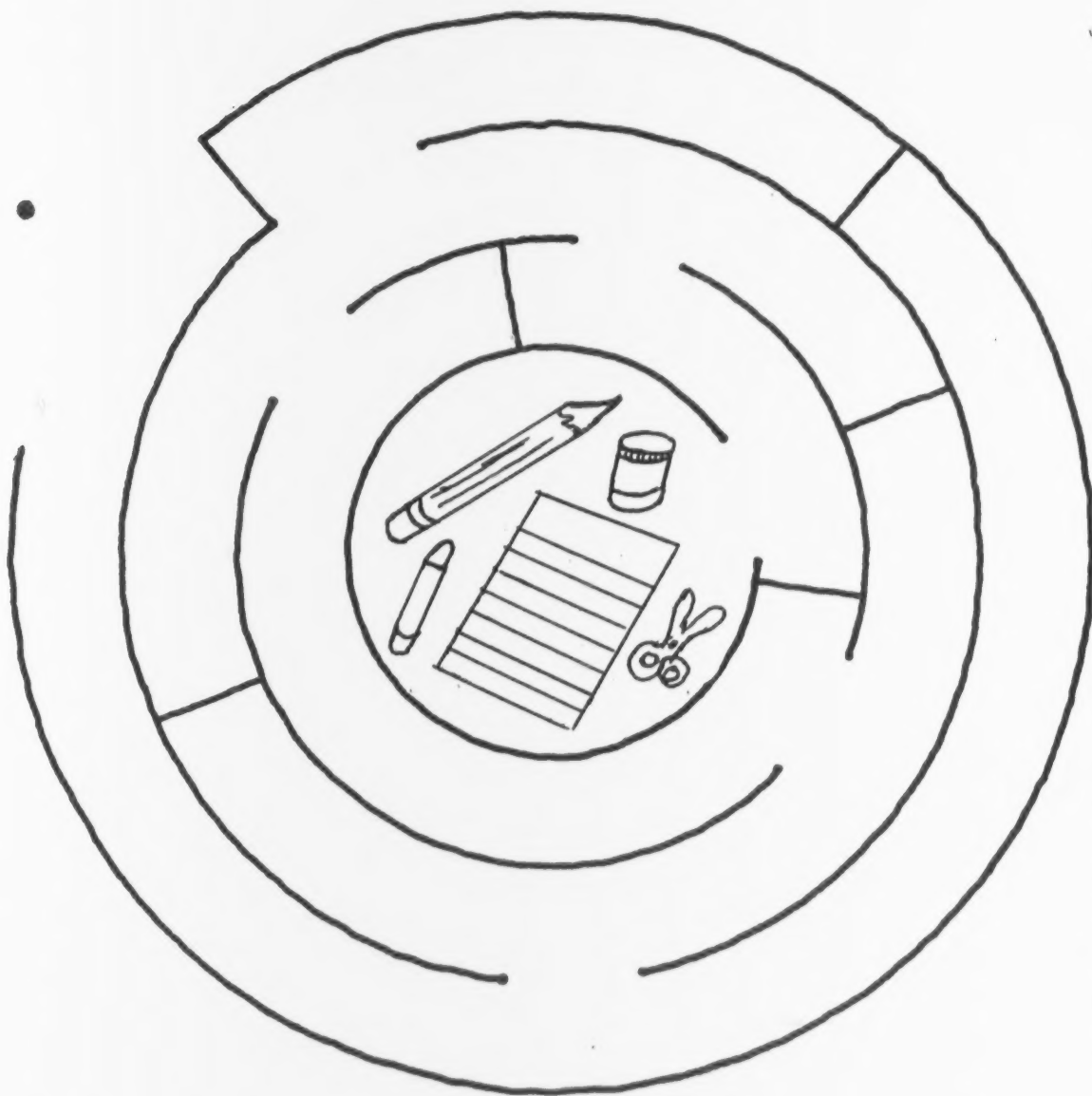


Don't forget to draw yourself!

71



Help the new girl in ⁷²
your room find
her school things.



Draw the new girl on the dot.

Good News Notes

73



Smiley is smiling because...

Teacher _____

Date _____

I know why Smiley
is smiling!



Teacher _____

Date _____

TEACHER HANDBOOK SAMPLES

75

I . . .

I can . . .

I am . . .



I . . .

1. try hard
2. like me
3. feel good about myself
4. worked very hard today
5. like to read
6. like Art
7. finished all my work
8. like to write

I can . . .

9. do many things
10. learn
11. count to 50

12. follow directions

13. draw a picture

14. say the vowels

15. sing

I am . . .

16. happy

17. neat

18. helpful

19. hardworking

20. strong

21. able to learn

22. fun to be with

23. caring

24. nice

25. brave

26. special

27. careful

28. good

29. kind

30. intelligent

31. creative

32. dependable

POSITIVE COMMENTS COUNT

Make your students feel really special with positive comments.

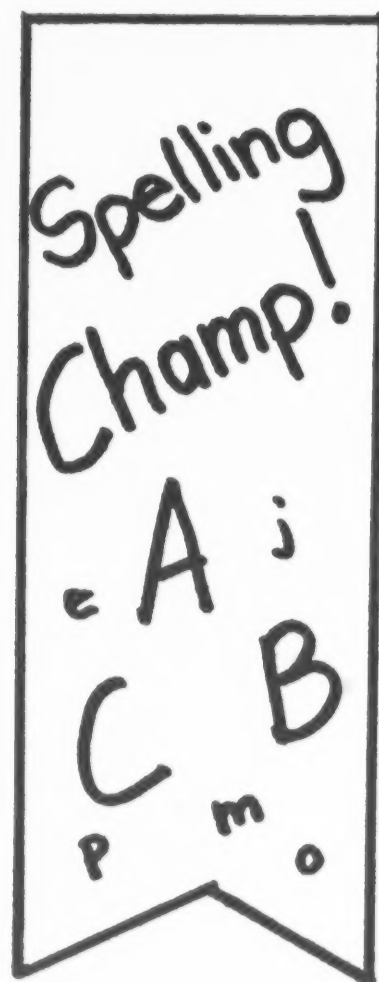
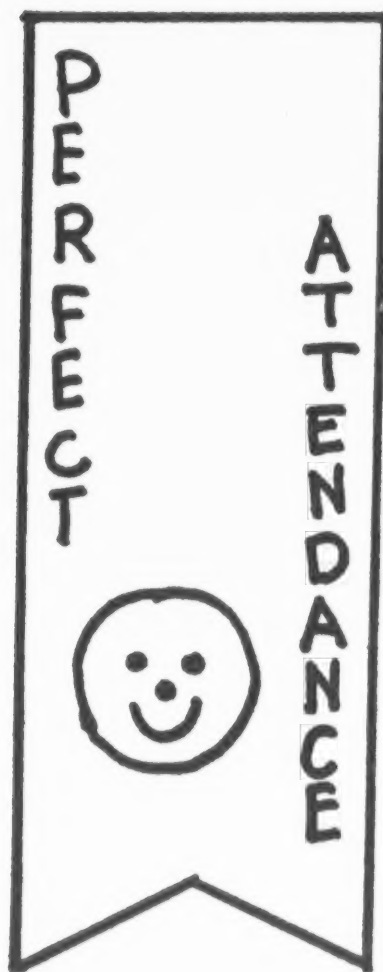
1. Fantastic!
2. Great work!
3. That's great!
4. You're doing much better!
5. You've got it now!
6. Beautiful!
7. Your parents will be proud of you!
8. Nice going!
9. I like how you're doing that!
10. Very creative!
11. This is the greatest!
12. This pleases me very much!
13. You make it look so easy!
14. I'm very proud of you!
15. Keep it up!
16. I know you can do it!
17. Very good idea!
18. Good point!
19. You outdid yourself this time!
20. Out of sight!
21. Keep up the good work!

22. Coming along nicely!
23. Congratulations!
24. Marvelous!
25. Terrific!
26. Super!
27. Good thinking!
28. I appreciate your help!
29. You have it!
30. You've made my day!

POSITIVE MESSAGES FOR CHILDREN'S PAPERS

- | | |
|-------------------------|--|
| 1. Very good, Roberto! | 25. Perfect Paper! |
| 2. Wonderful! | 26. Neat work! |
| 3. You can do better! | 27.  |
| 4. Looking good! | 28. Congratulations on |
| 5. Well done! | a job well done! |
| 6. Good work! | |
| 7. Keep trying! | |
| 8. This is much better! | |
| 9. Fantastic | |
| 10. Great! | |
| 11. Sensational! | |
| 12. Super! | |
| 13. Very nice work! | |
| 14. Great work! | |
| 15. Outstanding! | |
| 16. Superior! | |
| 17. Excellent! | |
| 18. 100% | |
| 19. Terrific! | |
| 20. Good Job! | |
| 21. Nice! | |
| 22. Beautiful | |
| 23. Nifty! | |
| 24. You're Tops! | |

BOOKMARK AWARDS



Examples: Social Studies Star
 Art Whiz
 I can read award
 Spelling star
 Math Award
 Perfect Attendance
 Spelling Bee Winner

Reading Whiz
 Super Scientist
 Super Student
 Handwriting Expert
 Special Helper
 Happy Birthday

RESOURCES

80

100 Ways to Enhance Self-Concept in the Classroom
by Jack Canfield and Harold C. Wells
Prentice-Hall, Inc., Englewood Cliffs, NJ 07632

Self-Esteem: A Classroom Affair, Volume 2
by Michele and Craig Borba
Harper & Row Publishers, Inc., Scranton, PA 18512

Feeling Good About Me
Educational Media Corporation
P.O. Box 21311
Minneapolis, MN 55421

Substance Abuse Prevention Activities for Elementary
Children
by Timothy & Patricia Gern
Prentice-Hall, Inc., Route 59 at
Brookhill Drive, West Nyack, NY 10995

Teaching as Performing: A Guide to Energizing Your
Public Performance
by Timpson and Tobin

Assertive Discipline: A Take-Charge Approach
for Today's Educator
by Canter and Canter

Enhancing Self-Concept in Early Childhood
by Shirley C. Samuels
Human Science Press, Inc., 72 Fifth Avenue
New York, NY 10011

Building Self-Esteem in Children
by Patricia H. Berne and Louis M. Savary
Continuum Publishers, New York, NY

APPENDIX J

TRAINING SESSIONS

Session I: The Concrete Operational Child

Time Frame: 45 minute presentation

10 minute question/answer period

- I. Definition of Concrete Operational Stage •
- II. Cognition Development
 - A. conservation
 - B. seriation
 - C. classification
 - D. time and space

Source: Elkind, D. The Hurried Child. Addison-Wesley Publishing Co., 1981.

Session II: Industry versus Inferiority

Time Frame: 45 minute presentation

10 minute question/answer period

- I. Stages of Psychosocial Development: Erik Erikson
 - A. Trust vs. Mistrust (birth to 1 year)
 - B. Autonomy vs. Shame and Doubt (2 to 3 years)
 - C. Initiative vs. Guilt (4 to 5 years)
 - D. Industry vs. Inferiority (6 to 11 years)
- II. Industry and Competence vs. Inferiority and Helplessness: David Elkind

III. Why be aware of a child's development stage?

Source: Elkind, D., Miseducation: Preschooler at Risk.

Alfred A. Knopf, Inc., 1987.

Erikson, E. Childhood and Society. W.W. Norton and Co., 1963.

Session III: Social Development

Time Frame: 45 minute presentation

10 minute question/answer period

I. Social Cognition

- A. Children's descriptions of others
- B. Children's understanding of others' feelings
- C. Children's conception of friendship
- D. Children's understanding of others' thoughts

II. Moral Development

- A. Children's judgment about moral dilemmas
- B. Children's views about rules of games

Session IV: What is Self-Esteem and Why is it Important?

Part I

Time Frame: 45 minute presentation

10 minute question/answer period

- I. Definition of self-esteem
- II. Characteristics of high and low self-esteem
 - A. A child with high self-esteem
 - 1. acts independently

2. assumes responsibility easily
 3. more eager to express himself
 4. capable of coping with or solving problems.
 5. happy and energetic
 6. willing to try new activities
- B. A child with low self-esteem
1. easily withdrawn or becomes overly aggressive
 2. reluctant to try new activities
 3. easily discouraged
 4. highly sensitive to criticism
 5. sees himself as helpless and inferior
 6. a loner or has been isolated

Source: Clemes, H. and Bean, R. How to Raise Children's Self-Esteem. Los Angeles, CA: Price/Sterns/Sloan Inc., 1986.

Briggs, D. Your Child's Self-Esteem. New York: Doubleday & Co., Inc., 1970.

Session V: What is Self-Esteem and Why is it Important?

Part II.

Time Frame: 45 minute presentation

10 minute question/answer period

I. Self-esteem and school performance

- II. Self-esteem and interpersonal relationships
- III. How parents' self-esteem affects children
- IV. How teachers' self-esteem affects children

Session VI: Self-Esteem and Children's Needs

Time Frame: 45 minute presentation

10 minute question/answer period

- I. The four conditions of self-esteem
 - A. connectiveness
 - B. uniqueness
 - C. power
 - D. models
- II. Problems and solutions
 - A. Increasing a child's sense of connectiveness
 - B. Increasing a child's sense of uniqueness
 - C. Increasing a child's sense of power
 - D. Increasing a child's sense of models

Source: Clemes, H. and Bean, R. How to Raise Children's Self-Esteem. Los Angeles, CA Price/Stern/Sloan, Inc., 1986.

Session VII: Negative Feelings and Self-Esteem

Time Frame: 45 minute presentation

10 minute question/answer period

- I. Teachers must know the children with whom they work.
- II. Handling feelings constructively

- A. verbal messages
- B. nonverbal messages
- III. Dangers to avoid
 - A. labeling
 - B. controlling time
 - C. using knowledge to intimidate
 - D. constantly criticizing

Session VIII: Discipline and Self-Esteem

Time Frame: 45 minute presentation

10 minute question/answer period

- I. Discipline
 - A. punishment
 - B. guidance
- II. Preventive techniques
 - A. Structure activities and schedules
 - B. Observe, head off trouble before it starts
 - C. Be a professional, not a technician
 - D. Build a relationship with each child
- III. Address the problem, not the child

Source: Gartrell, D. Punishment or Guidance? Young Children 42,3 (1987): 55-61.

Session IX: Try It! They'll love it!

Nurturing feelings of self-worth/building confidence

Time Frame: 5 minute set up time

40 minute presentation

10 minute question/answer period

- I. Sharing of activities (participants)
- II. Demonstration of "How to..." activities
- III. Discussion of very simple ideas, suggestions and strategies.

Session X: Parent Involvement

Time Frame: 45 minute presentation

10 question/answer period

- I. Parent Involvement Strategies
 - A. Information exchange
 - 1. newsletters (school & classroom)
 - 2. monthly calendar
 - 3. parent-teacher conferences
 - B. School Support
 - 1. tutor/resource persons
 - 2. aides/monitors
 - 3. school beautification workers
 - C. Home-Based Instruction
 - 1. homework helpers
 - 2. Make it-Take it Workshop
 - 3. Parent Briefing Sessions

Source: Berger, E.H. Parents as Partners in Education.

St. Louis: Mosby, 1981.

APPENDIX K

SCHOOL RAP

We are the students of _____ School
Studying hard obeying the rules.

We come to school each day on time
If we keep it up we've got to do fine!

Sometimes we read, sometimes we write
We try and try with all of our might!

Math, Science, Social Studies too
We're gonna be tough when we get through!

So listen up, take our advice
You better learn to read; You better learn to write!

Education is the key for you to grow
The more you learn, the more you know!

Our teachers are the best; We rate them high
With their support we've got to try!

It doesn't matter who you are
You can be a success, You can go far!

So girls and boys of _____ School
Don't waste your time, BE REAL COOL!

Study hard and start today
Because EDUCATION is the only way!

It's the only way! It's the only way!

Composed by

Delma Priest
January, 1988

APPENDIX L

PARENTS APPRECIATION SONG

Tune of: We'll Remember Graduation Day

We Appreciate You and We Thank You So

You're concerned, you care
You've helped us so
You've been real special
Now you should know
We appreciate you and we thank you so!

Sometimes you came to school
You got involved,
You volunteered,
You did your part
We appreciate you and we thank you so!

You will not regret it
It will soon pay off!
We will not forget it
Thank you for support.

(Teacher's name) _____ says thank you
And we do too!
For your involvement
We say to you!
We appreciate you and we thank you so!

Composed by

Delma Priest
April, 1986